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ABSTRACT

This document is a supplement to the Annual Review of Environmental Education and contains a summary of the 1987-88 annual report of the Council for Environmental Education. Reports are also given from 19 member organizations including: Association of Agriculture; Association of Agricultural Education Staffs; British Ecological Society; Center for Environmental Interpretation; Civic Trust Education Group; The Conservation Trust; CSV Advisory Service; National Association for Environmental Education; National Association of Field Studies Officers; National Federation of Women's Institutes; Nature Conservancy Council; Royal Society for Nature Conservation; Royal Society for the Protection of Birds; Royal Society for the Prevention of Cruelty to Animals; Royal Town Planning Institute; Tidy Britain Group Schools Research Project; The Wildfowl Trust; World Wide Fund for Nature UK; and Youth Hostels Association. These reports describe each organization and their recent activities. (CW)

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CEE Members Reports CEE

Supplement to *Annual Review of Environmental Education*

Reviews of activities and plans by CEE and member organsiations

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Youth Hostels Association

SE 050 692

1988

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CEE Council for Environmental Education

The following is largely a digest of CEE's 1987-88 Annual Report and readers are referred to the report for further information and details of work not included below.

THE INBUCON REPORT

A major feature of the past year was the review of CEE by P-E Inbucon which was funded by the Department of the Environment and the Nature Conservancy Council. The purpose of the review was to assess the relative importance of CEE's core activities, the value of CEE staffing and funding, its relationships with government departments, local education authorities, member organisations and other clients, and to make recommendations.

The review found that a clear majority of people considered CEE should continue as a national focus for environmental education providing a range of core services. The services to schools were seen as particularly valuable and were recommended to be a top priority. The Youth Unit received praise for 'getting environmental issues sensibly on the youth agenda'. The Information Centre and its services were recognised as a very valuable resource for the movement.

CO-ORDINATION AND CO-OPERATION

National Curriculum: The Formal Education Unit has continued to develop and has been heavily involved in the development and debate over the National Curriculum proposals.

Following submissions to the Science and Mathematics Working Groups and Task Group on Assessment and Testing, CEE held two member's meetings to develop an overall strategy to attempt to monitor and influence the debate and final outcome. Among these strategies was a decision to form 'shadow working groups' to gain access to each of the Subject Working Groups as they were set up. In the case of the Science Working Group this proved an effective means of working and a valuable dialogue was set up between the two groups. A second strategy to emerge from the meetings was the setting up of a 'Lobbying Group' composed of member organisations with parliamentary experience and co-ordinated by CEE. A number of influential Government statements in support of environmental education were made during the debate and these will be of great value as the National Curriculum achieves reality. The whole programme of events has been an excellent example of co-operation between a wide range of environmental organisations and bodies from outside the field, and has demonstrated the value of a co-ordinating body such as CEE.

Association for Science Education Annual Meeting: The 1988 ASE Annual Meeting was held at the University of Nottingham at New Year. CEE co-ordinated a major symposium 'Science in the Environment' which was chaired by Professor Jeff Thompson. The success of the joint approach in 1988 led to requests for CEE to co-ordinate a major 'Science and the Environment' exhibition for the 1989 Annual Meeting.,

Media Forum: The Media Forum held many successful and popular events in 1988 as a contribution to European Year of the Environment. We are unable to find secure funding for it in 1989 and due to pressure on CEE resources we reluctantly agreed to put the Forum 'on ice' for 1989.

REPRESENTATION

It is impossible to name all the occasions on which CEE has represented environmental education, but it is hoped that the few examples that follow will give an indication of the importance of this particular core activity.

CEE has helped organise conferences, including the annual conference of the Design Council Secondary Education Forum. It is a member of the consultative groups for the projects *Learning through Landscapes* and *Learning to See*. It is a member of a number of committees, including the IUCN UK Committee and wrote the education section of the report presented by NCC to the General Assembly in Costa Rica. The Director is one of the national judges for the Carnegie Interpret Britain Awards.

INFORMATION

The Information Centre: Reflecting the growing interest in the environment and environmental education, the volume of information coming into the Centre continues to increase. Maintaining the database on which the quality of the information services depends, is taking more of the staffs' time as a result.

The Information Services: In 1987-88, the Information Service answered about 5 000 enquiries mainly from teachers and pupils.

The Environmental Education Resource Sheet Series is being kept up-to-date with thirty titles in the series. Sales are around 10 000 a year and along with *Newsheet*, they are the most important way of communicating information to educators.

Youth and Environment Information Service: The transfer of the Youth Unit to Reading created extra work, but has meant that CEE will be able to offer a new information service to the Youth Unit and its contacts.

PUBLICATIONS

***Annual Review of Environmental Education* (AREE)** The purpose of the journal is to identify and describe some of the most significant developments in environmental education and to suggest future directions for activities. The first issue was edited by Stephen Sterling and was launched in January 1988. It was very well received and will become a regular feature of the publications programme.

Newsheet remains our most popular and the longest running CEE publication. With 23 000 copies distributed ten times a year, it reaches a very wide audience in the UK and overseas.

CEEVIEW This year, CEE launched a new double sided A4 sheet for members and associates, to inform them of CEE's

activities and some major developments in environmental education. It is published three or four times a year.

EDUCATION AND TRAINING

Annual Conference: The 1987 two day conference, 'Encouraging Positive Attitudes to the Urban Environment', attracted a record number of 150 participants.

European Year of the Environment: Towards the end of the Year CEE produced a third Teachers' newspaper 'EYE on the Environment' which was again distributed to the vast majority of schools in the UK in both the public and private sector.

The Youth and Environment Training Project: This three year action research project, set up to develop techniques for integrating environmental education into youth work, is now beginning its second year. This second year will see a greater involvement in: training provision at both local and regional levels, dissemination of project findings, publicity at regional and national level and development and production of training materials. Both project workers are operating as youth workers, introducing young people to their environment by positively involving them in it, and introducing the environment to youth workers by presenting it as a vehicle for the development of personal and social skills.

Teacher Training: The CEGB has contracted CEE to develop training techniques and materials which it will carry out in co-operation with its members, teachers and local authorities. A two year project was initiated in the summer of 1988 to develop a range of exercises and materials particularly aimed at in-school in-service training days.

The Association of Agriculture

As a result of a welcome two-year sponsorship, the educational team at the Association was further strengthened by the appointment in May of Fiona Gately as Technical Officer.

NERIS - National Educational Resources Information Service: One of Fiona's duties has been to act as operator for the Association's input into this new educational database, for which the Association is now acting as a 'node point' for agriculture. All the Association's publications are now listed on the NERIS system, and Fiona is currently approaching other potential 'information providers' in agriculture with a view to including their material on the database.

British Food and Farming Year 1989: The Association has been closely involved in preparations for next year, firstly by writing the free booklet *Learning From The Land* - a guide to both teachers and farmers to help them prepare for school visits to farms. The Association has also prepared a leaflet which lists the farms around the country which are open to visits by schools and the public on a regular basis. This will be published early in 1989, sponsored by Shell Education Service. Shell are also helping the Association produce a large colour wallchart with accompanying teachers notes, called *Farming in the UK*.

Teachers' seminars

The programme of in-service seminars continues its way around the country with a further four planned in 1988/89 - Lincoln, Bedfordshire, Cheshire and Durham. The seminars have been welcomed by the teaching profession, especially as they give guidance and specific ideas for incorporating farming and countryside topics into the GCSE and 'A' level curriculum. Issues such as nitrates, animal welfare and pesticides are examined with the help of real responses from the various industrial and environmental organisations involved.

Modern Farming and the Countryside: This book, written by Mike Soper and Eric Carter in order to 'put the issues in perspective', was chosen as an Open University course text in 1988, and sales of the book now amount to over 5500 copies. The authors are working on a revised edition.

Agricultural Questions of the Day: *Farm Animal Welfare* is the long awaited new title in this series of general information leaflets dealing with controversial issues facing the agricultural industry. It raises more questions than it answers - inevitable with a subject so charged with emotion and hinging on ethical and moral issues more than on bare facts.

'Learning Link': The Association now publishes a quarterly newsletter, *Learning Link*, which carries news of new publications, materials and innovative educational initiatives, such as farm link schemes, videos, conferences and book reviews. *Learning Link* is disseminated through key individuals in the counties to teachers, advisors, inspectors and colleges.

Association of Agricultural Education Staffs

There is increasing awareness of and interest in rural/ countryside/ conservation skills courses, and many colleges around the country are now involved, from diploma level to inputs into TVEI and other school initiatives. The Association is represented on a study being undertaken by the Nature Conservancy Council to improve the work done by colleges in areas of 'conservation' work, and thus the environmental side is still being developed and promoted.

The British Ecological Society - 1988

During its 75th Jubilee year, the BES organised two symposia *Ecological Concepts* and *Towards a more exact ecology* the essence of which will doubtless one day be incorporated into school curricula. Of more immediate relevance to teachers was the conference at Keele in July *Techniques in the teaching of ecology*, which enabled over 150 participants to explore ways of improving the scientific quality of ecology teaching. Practical aspects were dealt with in a series of workshops, while discussion topics included, inevitably, GCSE and the National Curriculum (in which ecology seems likely to have a prominent place), as well as problems with fieldwork and identification, the potentials of agricultural resources and of long-term monitoring, and ecology in integrated science and at 'A' level.

Keele also provided an opportunity to discuss the role of the newly launched Teaching Ecology Group (the BES Education Group under new colours). TEG aims to forge links between ivory-tower ecologists and those at the chalk-face. The major channel of communication between members is through a Newsletter, and regional and national meetings are also being planned. Clearing house/consultancy services are being established for topics such as taxonomy, chemical ecology, 'A' level syllabuses, and resources for various age-groups. Anyone who would like to be included on the TEG mailing list (whether or not they are BES members) should contact Dr David Slingsby, 18 Westfield Grove, Wakefield, WF1 3RS. David also has copies of the recently published *Course content*, which complements *Ecology in the Curriculum: 5-19*.

Looking ahead to 1989, a residential course for primary teachers is being held in Hull on 7-9 July; details from Mary Cornwell, Humberside College of HE, Hull, HU6 7LU.

Centre for Environmental Interpretation

The Centre for Environmental Interpretation, based at Manchester Polytechnic, is the national centre for Environmental Interpretation which seeks to promote and develop good interpretive practice. CEI's training role involves working with providers of training such as colleges and field centres to establish new courses, promote and develop existing courses, provide tutorial input and to evaluate the effectiveness of training. The CEI works alongside national agencies in the tourism, recreation, heritage and conservation fields to assess training needs, provide short course training in specific skills and specialist topics and to help co-ordinate training efforts nationally.

CEI projects is the new implementation division of the Centre and has been set up in response to frequent requests for CEI to provide such a service. The centre is keen to use selected projects as demonstrations of good interpretive and management practice.

CEI projects augments in-house skills with private sector designers, architects, financial and other special services in order to provide a team appropriate to each projects' specific requirements. The aim of CEI projects is to carry out a small number of carefully selected schemes in the public, voluntary and private sectors. One of the first projects has been the design of a new interpretive facility within a group of old estate buildings near Carlisle.

The third aspect of CEI activity is its Information, Advisory and Consultancy service. The centre is involved with public, private and voluntary organisations who have an interest in developing interpretive services as an aid to tourism, recreation, conservation and economic regeneration. The centre is able to help and advise on issues such as planning, feasibility, funding sources, project development, management, staff training and evaluation. Recent projects include a marketing and interpretation strategy for the proposed Thames long distance footpath, and proposals for interpretation at Scarborough Castle for English Heritage.

The Centre has a growing specialist reference library with material on subjects related to the philosophy and practice of environmental interpretation. The Centre produces a regular bulletin, *Environmental Interpretation* and also sells a limited stock of British and American interpretive publications. CEI has recently prepared a manual (for English Heritage) *Visitors Welcome*, on the presentation and interpretation of archaeological excavations. The principles of interpretive planning and the media described are applicable across a broad spectrum of sites.

Another highlight of the year has been the successful *Second World Congress on Heritage Presentation and Interpretation* held at Warwick University. The CEI co-organised the congress, along with the SIBH, and attracted 400 delegates from all around the world. The proceedings are being published.

Civic Trust Education Group

In November 1987, to celebrate a closer relationship between the Civic Trust and the Heritage Education Group founded in 1975, the group changed its name to Civic Trust Education Group. The first issue of the Group's new magazine for schools and environmentalists, *Shaping Place* was published in October 1988, replacing the authoritative *Heritage Education News*. The Civic Trust's Education Officer, Celia Clark, would be delighted to hear from schools and colleges working on the urban environment, particularly where town planning, architecture and active environmental improvements are involved. A series of leaflets are planned on the work of the Civic Trust, local amenity societies' involvement in schools and on ways of using the urban environment in education.

The Conservation Trust

The past year has been a busy and exciting one for the Trust. The rapid growth in concern for environmental problems, the inclusion of environmental elements in many of the new GCSE syllabuses, and the Trust's absorption of the Conservation Society in 1987, have all meant a significant increase in the Trust's role as a major provider of environmental information. The resource bank has been reorganised and a considerable amount of new teaching and reference material has been added. During the past year membership of the Trust has increased to well over 3 200 including many schools, colleges and other organisations.

National Environmental Education Centre: The CEE's future move to the Bulmershe site is likely to offer a further opportunity for them and the Trust to share new accommodation for housing the NEEC - providing suitable funding is available.

Computer Databases: The Trust's new computer system has enabled its databases to be greatly extended. Three main databases are now available. *Material* (contains details of all material held in the Trust's resource bank, articles in environmental journals, films and videos available for hire or loan from other organisations, etc); *Organisations* (contains details of well over 2 500 voluntary, statutory and commercial bodies active in the environmental and educational world); *Population* (contains detailed demographic data by country and region). These will be available for direct access in the future. Other databases are being developed.

Publications: Six issues of the *Educational Newsletter* are published each year. Each issue includes a copyright-free Topic Sheet. The newsletter is circulated to 22 000 schools and colleges in 80 LEAs. Special editions go to all schools and colleges. Three editions of the Trust's new magazine *Conservation* have been published during the year. The Trust has also published a Junior and a Senior series of copyright-free *Topic Cards*. The first nine titles in a new *Briefing Notes* series and a completely new *Who's Who in the Environment* have been published.

Working Groups: The following ten Working Groups are being set up - Population; Human Needs; Earth's Resources; Wildlife; Land Use; Economics; Technology; Information; Publications; International. These Working Groups will be responsible for research and the preparation of new publications, and will act in an advisory capacity.

Viewdata Information Service: A start has been made to this on Prestel by the Information Working Group. Plans are well underway to expand this service greatly during 1989.

Future Programme: An ambitious programme of projects has been prepared for 1989/90 and these are outlined in a new document - *Planet in Crisis*.

CSV Advisory Service

The past twelve months has seen the launch of a major new training package on community enterprise, the successful completion of a pilot project working with older people and primary schools in Newcastle, and the end of a two-year secondment to CSV of a teacher in Northampton who developed in-service training on community involvement in the authority.

The Enterprise Factor - Community Enterprise in the Curriculum was launched in April. Comprising a video and handbook, it provides a framework for the implementation and evaluation of enterprise skill development through community involvement projects. This framework can readily be applied to environmental projects.

Open Doors in Newcastle piloted the recruitment and support of older people as volunteers in primary schools, with the support of Newcastle Education Department. Although the pilot phase has come to an end, the schools involved continue to maintain their links with their volunteers and to involve them in positive and active roles in the curriculum. A tape/slide of one of the schools involved in the project shows how the project was set up in the school and how the volunteers were involved in the curriculum. A recently published practical guide to setting up an Open Doors project (*Open Doors - Elderly People as Volunteers in Primary Schools)* is based on the experiences in Newcastle and is essential support material for anyone wanting to set up an Open Doors project. It is now hoped that schools in other education authorities will build on the success of the Newcastle project. The project's success was recognised by the Institute for Social Inventions when it awarded the project the best educational social invention award for 1988.

The project in Northampton to develop in-service training in the authority, built on the findings of an earlier action-research project of community service in secondary schools. John Hobson, a teacher in Northampton, was seconded to CSV for two years and has worked with teachers and advisers across the authority. His work has culminated in the production of a video called *Leading Out,* which looks at community involvement across the curriculum, and features examples of pupils community involvement, including environmental projects. A set of four folders *Community Involvement in Secondary Schools* reinforces the video and outlines the aims and objectives, planning, management and evaluation of community projects.

Looking ahead, the Advisory Service will soon be publishing a report of a project with Islington Schools Environmental Project and Winton Primary School to develop a three-dimensional resource kit which can be used by children to design their own play structures. The report addresses issues associated with play structures and provides information for teachers and schools interested in this work.

National Association for Environmental Education

For a change let me start at the end rather than the beginning. The final event of our academic year was without doubt the most successful. Our course *Key Issues in Environmental Education* held at the University of Birmingham late in September attracted over 100 delegates. Considering the recent trend of falling numbers which most of us have experienced, this was very good. Key inputs concerning the National Curriculum, Economics and the Environment and the Assessment of Environmental Studies Curricula were the foundation for interesting workshop sessions and field study visits. Optimism for the future of environmental education was the key note of the weekend. Now that the Prime Minister has emphasised the importance of the 'Green' message it is hoped that this optimism will be justified.

During the course of the year we have continued to publish our journal *Environmental Education* and now that *BEE* has fallen by the wayside we appear to be the only organisation publishing a regular volume on good practice in schools. Plans are afoot to bring the journal out termly but this will require the most elusive of all environmental resources, money. We had a most successful meeting at the Public Records Office in Chancery Lane where the wealth of archive resource material was revealed to us in an exciting fashion.

The NAEE continues to receive an abundance of mail from teachers and students eager for information about the environment. That much of what they seek could be answered by a visit to the local reference library fills me with concern about the initiative of members of my profession. However as a result of what must have been satisfactory responses we have a new Durham Association for Environmental Education which together with Gwynedd Environmental Education Association means that two new local groups have affiliated to the national in the past twelve months.

Publications: As far as publications are concerned, our revised *Organisation of Outdoor Studies and Visits* has proved to be a most popular book and two local authorities have bought copies for all of their schools. It is hoped that other local authorities will follow this initiative. Two new Occasional Papers, the first reporting on *Implementing a Policy of Environmental Education in Schools* and the second on *Assessing Skills Progression in Environmental Studies Curricula* have been produced. The latter is so new that I cannot comment on its success but the research paper is in steady demand.

Lady Bowes Lyon, our President for the past 26 years has decided to stand down and I am most pleased that Professor David Bellamy agreed to take her place. Miss Joy Palmer of the Durham University School of Education has been elected Chairman for the next two years.

The National Association of Field Studies Officers

NAFSO is the only organisation in Great Britain whose principal function is to support and represent those who work in field studies and to promote good practice in field teaching.

The changes taking place in education generally are beginning to have a profound effect on field studies centres. Accordingly much executive committee time has been spent addressing the implications of the 1988 Education Reform Act for centres, their staff and their clients. ILEA abolition, competitive tendering, DES circulars on charging, as well as the implications for field centres in the science core curriculum have been considered and responses made.

The membership, of just under 300, has been very active in the following ways:

January

- Annual Course/Conference at Newland Park, Bucks, 'Progression in Field Studies' attracted 90 delegates from UK.
- Annual journal of members' articles published, also annual book review.
- Launch of Occasional Paper Number 2 *Naturally Special* (an account of special needs students participating in day and residential programmes - the result of a member's Churchill Scholarship award)

March

- Weekend Conference *The Management of Effective In-Service.*

October

- Weekend Conference *Discovering Archaeology* and *Fieldwork Afloat* Marine Training Centre, Poole.

Termly

- Production of termly newsletter.

A working party is currently preparing a statement as to the value of field study centres aimed at heightening decision-makers' awareness of their work.

A NAFSO member has been seconded by the Micro Electronics Support Unit to survey the use made of computers in fieldwork. A programme of INSET supported by MESU is being prepared and a professional interest group is planned to develop this work.

A jointly produced publication with Association of Wardens of Outdoor Education Centres on safety is to be available shortly.

Members have maintained and strengthened their contacts with other environmental and outdoor associations co-operating over mutual concerns. A record number of enquiries have been received by the Secretary in the last twelve months.

NAFSO has its 21st birthday this year. For all that time, it has been quietly promoting good practice in field studies in close co-operation with the NCC and LEA's. Countless pupils and staff have benefited from the excellence of field centres and their staff and gained fresh insights as a result of their experiences.

The Association is poised to enter the next 21 years with enthusiasm and dedication. Under the Local Management of Schools Legislation, there are undoubtedly many difficulties ahead for field study centres. We in NAFSO need to be able to count on all who recognise and value the contribution that centres and their staff make to environmental education to support us in our work, as we face the changes ahead.

Information about these and other NAFSO activities may be obtained from: Mr Paul Greenough, Secretary NAFSO, Arnfield Tower Field Study Centre, Manchester Road, Tintwistle, via Hyde, Cheshire SK14 7NE

The National Federation of Women's Institutes

The National Federation of Women's Institutes is continually monitoring environmental matters through their Environment & Public Affairs Department and information is then passed to members.

This year, two of the four resolutions taken at our AGM involved environmental issues, reflecting the concern of our members. The two resolutions concerned the ozone layer and water quality. Notes on the resolutions, giving information and points for discussion are sent to every Women's Institute in England, Wales, the Channel Islands and Isle of Man - potentially reaching over a quarter of million women - a considerable educational network.

A main feature of our work at present is forming an overall Countryside Policy taking in agriculture, environment, leisure/tourism, housing, services etc. We started consulting members in 1987 collating the information received and discussing this at a conference course at our Adult Education Centre, Denman College in October 1988. We are now preparing a draft and hope to finalise the policy during 1989.

Nature Conservancy Council

Over the last year, our education effort has focused on producing materials that promote environmental education and the natural environment for 14 to 18 year olds in the science and geography curricula. Obviously, the Education Reform Act with implications for fieldwork and the National curriculum has occupied considerable time as NCC has been a member of CEE's Shadow Science Working Group looking at the National curriculum: *Science for ages 5 to 16* report. The Association for Science Education in co-operation with CEE, NCC and WWF have now set up a small working group; to look at environmental education through the science curriculum. The group is preparing an ASE occasional paper and will organise a seminar and symposium at the next two ASE annual conferences.

NCC's educational activities can be grouped under data, sites, staff and support.

DATA/PUBLICATIONS

Data support for education: About 20 titles of 8 page leaflets have been produced so far in this series which provides a free but limited service to educational broadcasters, publishers, examiners and curriculum developers. About 100 titles will be produced over the next two years.

Points of view: 10 titles have been produced in this series on current controversial conservation issues. All the titles are now available on the NERIS database. It is hoped that about 6 titles will be produced each year.

Conservation Education Matters: This series of books focuses on curriculum development, and current practice in environmental education that uses the natural world.

GCSE biology and the environment was sent free to every secondary school in England and Wales in March 1988. Nature areas and the primary school curriculum was published in September and *Changing Nature* will be published in November.

Fieldwork on Farms: Six computer datafiles with teacher's notes are now available on the NERIS database. The datafiles on trees and hedges, crops, livestock, weeks, agrochemicals and the farming year are designed for 9-14 year olds and aim to promote school-farm links.

Letters: An analysis of enquiries over the last few years has shown a definite shift to 11-16 year olds and an interest in environmental issues.

SITES

NNR study packs: Two draft texts on Aimsdale NNR and Castor Hanglands NNR are being trialed with science and geography GCSE and 'A' level students. They were prepared by the Field Studies Council and it is hoped that they could provide a model for other packs on NNR's and their surrounding areas.

The Educational use of nature reserves: University College London have just published a discussion paper for NCC that attempts to open up the debate on how, if at all, nature reserves should be used for education.

STAFFING

Conferences: NCC has attended and contributed to about 8 educational conferences over the last year. This has proved to be a very effective way of making direct contact with practising teachers.

Wildlife Link Education Group: Twice yearly meetings allow the education officers of national conservation organisations a chance to compare their educational policies and look for common ground.

SUPPORT

Schools schemes: About 500 schools have received nearly £100 000 grant aid in total for setting up nature areas in their school grounds.

Royal Society for Nature Conservation

For many of the 48 local Wildlife and Nature Conservation Trusts associated with the RSNC, 1988 proved to be a year of change. Although aware for some time that the MSC's Community Programme Scheme would eventually end, the end when it came was sudden, bringing to a temporary halt many excellent education programmes developed by urban and rural Trusts alike. A number have become involved with the new Employment Training, but for many, this has been a time to re-establish the importance of volunteer involvement or to begin to market the resources and expertise they have in the formal education sector.

At the end of 1987 a new Chief Executive, Tim Cordy, took the helm and many of the sections based at RSNC's Lincolnshire Headquarters were expanded. More attention was given by educational

staff to areas of interest outside WATCH, including an active supporting role for CEE and other member organisations in lobbying for the position of environmental education within the Education Reform Bill, and by networking information for its member Trusts more effectively providing well over 400 educational records from the Trusts for the NERIS database. Perhaps most importantly, illustrating the increasing importance of educational programmes to the Trust movement, the Society organised two residential conferences.

The first in March 1988, was the first ever gathering of the permanent educational staff from the Trusts and RSNC and was supported by the NCC. There was an element of in-service training with so many new educational initiatives to respond to, but also time to coordinate plans for a full conference held in Birmingham in October. Demonstrating the increasingly important position of the Urban Wildlife Groups to the movement, this Conference was attended by over 100 delegates. An important aspect of the conference was the time given to explaining the importance of links with global issues, a major step forward for many Trusts who have a very firm commitment to local issues.

WATCH, still the main thrust of the RSNC's education programme, was not neglected, with the national *Wildlife and Environment Club* entering 1988 with its largest individual (30 000) and affiliated membership (1 000+) yet. These figures continued to rise during the year particularly the affiliations in schools and recreational scheme - the latter the direct result of the highly successful *Country Parks Project*, sponsored by the Countryside Commission, which ended in autumn 1987. The three year *Acid Drops* project finished Spring 1988, gaining 3rd place in the *EYEcatcher (UK) awards*. A free 32 page booklet on acid rain was launched which includes the project results and an extensive section of ideas for further work. WATCH again stressed links with global issues and the cross-curricular approach with an aluminium can recycling campaign - as much about recycling and the issues of aluminium processing as about litter and raising money for wildlife. A third major project was launched in the summer, *Images of Change* supporting NCC's *Changing Nature* approach, stressing past and future environments and the skills needed to record change.

The BP sponsored booklet *WATCH Acid Drops* is available free on receipt of a 30p A4 SAE from WATCH, 22 The Green, Nettleham, Lincoln LN2 2NR

Royal Society for the Protection of Birds

Like many other organisations we are busy trying to get to grips with the implications for environmental education of the National Curriculum in science.

For many years the RSPB has given a high priority to field teaching, providing opportunities for schools to be taught at RSPB Reserves and Nature Centres. Recently, however, we have been experimenting with schemes that are largely self-financing and which use minimal facilities at particular sites - either of high seasonal interest (eg a sea bird colony) or of major conservation significance; sometimes both. Opportunities are created for children to explore and discover a range of ecological concepts and the programmes are also designed to build support for conservation. This year these projects have been based at seabird colonies; estuaries (*Mud Matters!*); a heronry; two peregrine sites; several relict wetlands and *LARK* (Looking at Reserves in Kent). Nearly 40 000 children, mainly of primary age, have taken part.

Building support for Conservation is also our aim for 3 international projects in environmental education. RSPB Educational Staff have helped to run training workshops for teachers and wildlife club leaders in Ghana (*Save the Seashore Birds*) and Nigeria (*The Hadejia-Nguru Wetlands*). The third project is with the Bombay Natural History Society and has taken the form of advice and a proposal for Overseas Development Administration finance for a major environmental education programme at some key conservation sites in India.

The Young Ornithologist's Club has developed a practical conservation scheme for young people (not necessarily YOC members). By carrying out a range of practical conservation tasks, each of which helps improve the local environment as a habitat for wildlife, points are scored leading to bronze, silver and gold *Action for Bird's Awards*.

Full details of the schemes described are available from David Elcome, Head of Education, RSPB, The Lodge, Sandy, Beds.

Royal Society for the Prevention of Cruelty to Animals

The RSPCA Education Department now has a new departmental head. Mike Hall who took over on 1 August is a former science and environmental studies teacher and a keen naturalist and ornithologist. He is keen to develop liaison and publications which combine animal welfare with general environmental issues.

One of the most important aspects of the RSPCA's Education Department's work during the year has been the publication of the *Visiting Animal Schemes* manual. This is a guide to good practice for LEA schools and visiting animal scheme operators. The manual provides a comprehensive review of the schemes and also contains valuable information on the general issues involved with animals in the curriculum, as well as codes of conduct for both users and operators. Both the full manual and the *Guidelines for Teachers* booklet are being used by various LEAs. Other publications in preparation include a manual on animal experimentation and an update of the manual on dissection.

In addition to producing these publications, the Department has been represented through its education officers at various functions including Young People and the Environment, Association for Science Education and various discussions on the National Curriculum.

The Future: One of the Department's paramount objectives is to increase its provision of education resource material designed for specific curricular areas. It is intended that the first of these publications will involve active learning packs for secondary schools aimed particularly at environmental studies, PSE and tutorial time.

Royal Town Planning Institute

Members of the RTPI, actively involved in promoting environmental education, have been spreading their influence throughout Britain during the past year. In 1989 the Institute will celebrate its 75th anniversary and many Branches have been preparing for events involving environmental education. One example from the South West aims to improve pupil understanding of the planning process. The schools project on the theme '*if I was a planner...*' will be open to all school age pupils who will be encouraged to produce a design for an A3 size poster. An exhibition of the posters will travel to planning departments, education departments, teacher centres and study centres in the South West region.

The Institute's National Environmental Education Group, under the Chairmanship of Ian Parkin since 1976, has been active in encouraging contact between teachers and planners in many areas. The national conference organised by the Group at Losehill Hall in November 1987 considered practical collaboration on GCSE topics in secondary education, giving both teachers and planners present the opportunity of sharing experiences and disseminating information.

John Maslen of Nottingham City Planning Department has been particularly active during the '*time for design*' initiative which ended this year, taking the opportunity to publicise work with teachers in schools during European Year of the Environment. Roger Jenness has edited the *Directory of Environmental Education Resources* produced on behalf of Hampshire's District and County Planners and has co-ordinated a monitoring exercise of all Planning Offices responding to GCSE requests.

So far, it appears that the planning offices have been able to cope with GCSE demands, although some enquiries have taken up to three hours of the time of a busy Planning Officer! It is clear to planners throughout Britain that one of the ways ahead must lie with Urban Studies Centres and RTPI members are active in supporting USCs from Newcastle-upon-Tyne to Chichester and from Bristol and Bath to Canterbury. The uncertain future of Streetwork, a CEE member gives cause for concern. The demise of the Manpower Services Commission/Community Programme funding has been a major factor in causing Centres to review their ways of working and seek alternative finance for survival.

The Institute is pleased to be associated with the latest initiative of the Royal Fine Arts Commission which has formed an educational trust with a project of *Learning to See*. The programme, directed by Eileen Adams, aims to raise public awareness of the importance of the quality of design in the environment particularly in primary and secondary schools and in the university and polytechnic schools of architecture and planning. Another national project, backed by the Department of Trade and Industry and directed by Roger Standen (General Inspector, Bromley) is called *Design Dimension*.

In the north both the Bradford and Calderdale Architecture Workshops are due to close. In Halifax this has spawned a successor organisation called 'Continuum' which will offer an interpretation of the environment and educational publications on a fee basis to organisations involved in commerce, industry, tourism or education.

The world of business is linking with education in many ways. The RTPI has taken part in the initiative with the Royal Institute of British Architects and others called 'Professional Links in Schools'. Seminars have been held in Wales, London and the Birmingham area. National bodies, through CEE and otherwise, are working well together but much co-ordination is required at a local level.

Planners are supposed to be good at forecasting the future. With so much change going on around us I can only echo the words of others 'the only certain thing about the future is uncertainty'.

Tidy Britain Group Schools Research Project.

The Tidy Britain Group Research Project aims to make young people of all ages aware of their personal responsibility for the environment and the contribution they can make to its improvement.

One of the most significant events for us this year has been the publication by Nelson of *Our Environment 7-11* (teacher's notes, workcards and posters). While this supports cross curriculum work in the local environment, it is also designed to satisfy the growing demand for increasing the science content of the primary curriculum. *Litter, Waste Management and Recycling* is a film-strip and teacher's notes which can be used as support material for Our Environment, but is equally useful for groups of any age interested in the topics covered.

Another contribution to cross curriculum work is *Inside Outside* - an action plan for improving the primary school environment which shows how environmental improvements can benefit the whole school, its curriculum, and the wider community. Many teachers have installed ponds and created murals, but Inside Outside takes the process one step further and helps teachers integrate improvements to the school buildings and grounds into the formal curriculum.

As part of our contribution to European Year of the Environment, the text of *Our Environment* was given to EYE in Brussels, which agreed to fund translation into the various languages of the community. The Danish version has been printed and Portuguese and Spanish versions are under discussion.

A further development in the international sphere has been a research project run jointly by the Tidy Britain Group Schools Research Project and Avon County Council. This has resulted in a handbook for teachers: *School Links International: a New Approach to Primary School Linking Around the World*. The book explores the contribution that primary school linking can make to the national curriculum and to international understanding. The production of the handbook was generously funded by the World Wide Fund for Nature(UK).

In response to the growing need for resources at secondary level, our final production this year has been *Paper, its History and Uses* - a videotape and teacher's handbook which can be used flexibly in secondary science, technology, craft, history and geography. This offers a wide range of topics for project

work and encourages pupils to consider conservation, pollution and development issues related to the use of paper.

During the coming year the project team will be finishing *Investigating Local Issues* (provisional title), a new Humanities project due to be published by Nelson in early 1989. We are also working on revising and updating our science materials, on GCSE projects in a variety of curriculum areas and on a module for initial teacher training.

A National Education Officer has been appointed to the Tidy Britain Group, based at Wigan, and it is planned to place more emphasis on dissemination of the Group's education programme.

For further information please contact: Cherry Mares or Robert Stephenson, Tidy Britain Group Schools Research Project, Brighton Polytechnic, Grand Parade, Brighton BN2 2JY. Tel: (0273) 604141 ext 218 and 241

The Wildfowl Trust

Children and students have been experiencing a new approach to education at a number of the Trust centres over the past year. The highly successful Slimbridge Explorer programme has been experienced by some 20 000 primary aged children. The programme leans heavily on the principles of Earth Education and includes the 'Great Shrinking Machine', giant swans and frogs, a 'Bird Lab', 'Water World' and 'Spirit of the Forest'. A similar activity-based approach is being applied at Arundel and will be introduced over the next year at Martin Mere, Lancashire. Full-time education departments will also be established at the Trust's Washington and Welney Centres during 1989 where, it is hoped, similar programmes will operate. The Trust's eighth centre is being developed at Llanelli in South Wales and it is hoped that local schools will become involved in its development in 1989.

The expansion of the Trust's concern into matters wetland will occur in a big way in April 1989 with the launch of the PONDWATCH project - a major survey by schoolchildren of the nation's ponds and canals. Linked to this will be the encouragement of wetland creation in school grounds. The data produced through PONDWATCH will be used in the building of the Trust's national wetland register.

A teachers' pack *Wildfowl and Wetlands* has been published and is available from the Trust's headquarters at Slimbridge. Sets of classroom materials for primary pupils are to be published in January linked to this pack.

Three GCSE initiatives are due for publication in the New Year - a set of information sheets on wetland environmental issues for students; the first in a series of issue-based packs for teachers of biology/geography entitled *Barrage* (concentrating on the decision making process behind the building of a major estuarine tidal barrage); data sheets for science and mathematics originating from the extensive data bank of the Trust's Research Department.

For information on any of the above contact Doug Hulyer, Head of Education, The Wildfowl Trust, Slimbridge, Gloucestershire GL2 7BT or your local Wildfowl Trust centre.

World Wide Fund for Nature (WWF-UK)

The Education Department of WWF has had another very busy year and has continued its work in the key areas of influencing the curriculum, teacher education and the production of classroom materials.

New teaching materials have included the multi-media *Only One Earth* pack, co-ordinated by the late Rex Beddis, and based on the recent BBC TV series of the same name; the first units in the *What We Consume* series written by John Huckle on environment and development issues; *Economics for the Environment* resources developed by the Department of Education at the University of Manchester including units on Motorways, Rain Forests, and Acid Rain; and a photo set *A Tale of Two Cities* juxtaposing the environments of London and Calcutta.

Curriculum influence work has included publication of *A Common Purpose* which in twelve commissioned essays explore the place and purpose of environmental education in relation to key subject areas in the curriculum; the completion of the three year research project *Global Impact* which has assessed the status of environmental and development education; an initiative to encourage Chief Examiners to include an environmental dimension in their examination papers; and participation in the lobby to influence the Education Reform Bill in favour of environment and development education.

New initiatives include the commissioning of a major pack on careers and the environment, and setting up a project that will research the role of education in isolated communities and environmentally sensitive areas and consequently develop teaching programmes for school and community. This latter scheme is a pilot project in Sutherland and Caithness and may be extended to sensitive areas in other parts of Europe.

The rainforest musical *Yanomamo* was performed by its school of origin, St Augustine's, Lancashire, at the Kennedy Centre, Washington and looks set to be taken up and performed by schools throughout the United States.

A termly newsletter *Lifelines* is distributed free to every school in the UK, and a teachers' membership scheme has been introduced. A new catalogue of WWF education resources was produced in September, and copies are available from WWF-UK, Education Department, Panda House, Weyside Park, Godalming, Surrey GU7 1XR.

Youth Hostels Association

The Youth Hostels Association (England and Wales) has a quarter of a million members and 260 hostels throughout the country. The organisation's continuing contribution to environmental education comes in many forms, consistent with its founding objective, (established in 1930), to help all, especially young people of limited means, to a greater knowledge, love and care of the countryside.

Hostels remain a prime focus for activity, many containing field study, outdoor pursuits and other interpretative facilities. Educational visits by schools, higher education, youth and other groups form substantial parts of each year's

residential programmes. A team of Regional Development Officers assists with matching their curricular or non-formal requirements with the most appropriate hostels and localities. YHA also runs special interest breaks for members. These frequently feature conservation themes, such as *Introducing Breckland* (based at Brandon), *Wild Flowers of Lakeland* (Derwentwater) and geological excursions from Malvern.

Volunteer groups of YHA members regularly use hostels as venues for more informal countryside activities devised by themselves. March 1988 saw a successful Countryside Workshop at Gradbach Mill hostel, Derbyshire, where participants not only learned about environmental subjects, but took part in applied, practical tasks. A similar event on coastal protection and conservation was run at Sheringham, Norfolk.

The YHA represents a significant means whereby the non-specialist can become more involved with, and increase his or her understanding of the environment. Hostels and the members' magazine contain much about current affairs. In addition, topical meetings or conferences on specific themes are organised to encourage information and debate, such as that held at Slimbridge in October 1988 to examine the many implications of proposed Severn Barrage development.

1989 sees further growth in the scope for member-volunteers to participate in environmental education under the auspices of YHA. Improvements are also being made to hostels as sources of information about the rural and urban environments in their own right. A new urban environmental education and countryside centre, with full hostel facilities, opens in Bristol during the Spring. The Association recognises that a desire to understand and contribute to environmental conservation remains a positive reason not only for attracting membership, but one which actively retains YHA members as well.

For further information on YHA and the Environment, please contact John Kingsbury, Countryside Officer, at YHA's National Office, 8 St. Stephen's Hill, St. Albans, Hertfordshire AL1 2DY

Members of CEE

Assistant Masters and Mistresses Association
Association for Science Education
Association of Agricultural Education Staffs
Association of Agriculture
Association of County Councils
Association of Metropolitan Authorities
Association of Polytechnic Teachers
BBC Education
British Ecological Society
British Trust for Conservation Volunteers
Centre for Environmental Interpretation
Civic Trust Heritage Education Group
Committee of Vice Chancellors and Principals
Community Service Volunteers
Conservation Trust
Council for Urban Studies Centres
Countryside Commission
Countrywide Holidays Association
Environmental Education Advisers Association
Field Studies Council
Forestry Commission
Geographical Association
Heritage Education Trust
Historical Association
Independent Broadcasting Authority
Inland Waterways Association
Institute of Biology
Institution of Environmental Sciences
Marine Conservation Society
Museums Association
National Association for Environmental Education
National Association for Outdoor Education
National Association of Field Studies Officers
National Association of Head Teachers
National Association of Teachers in Further and Higher Education
National Federation of City Farms
National Federation of Women's Institutes
National Institute of Adult and Continuing Education
National Trust
National Union of Teachers
Nature Conservancy Council
Open University
Prince of Wales Committee
Royal Institute of British Architects
Royal Society for Nature Conservation
Royal Society for the Prevention of Cruelty to Animals
Royal Society for the Protection of Birds
Royal Town Planning Institute
Secondary Heads Association
Society of Education Officers
Society for the Interpretation of Britain's Heritage
Streetwork
Tidy Britain Group
Town and Country Planning Association
Tree Council
Welsh Joint Education Committee
The Wildfowl Trust
World Wide Fund for Nature (UK)
Young People's Trust for Endangered Species
Youth Hostels Association

Observers

Confederation of British Industry
Department of Education and Science
Department of the Environment
Scottish Education Department
Welsh Office